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The Aquamarine Surfboard

**DISCUSSION GUIDE
TEXAS ESSENTIAL
KNOWLEDGE AND SKILLS
CORRELATION FOR GRADES 5-8**

- 5.10.F - examine how the author's use of language contributes to voice;
- 5.10.E - identify and understand the use of literary devices, including first- or third-person point of view
- 5.10.D - describe how the author's use of imagery, literal and figurative language such as simile and metaphor, and sound devices achieves specific purposes;
- 5.10.B - analyze how the use of text structure contributes to the author's purpose;
- 5.10.A - explain the author's purpose and message within a text;
- 5.10 - The student uses critical inquiry to analyze the authors' choices and how they influence and communicate meaning within a variety of texts. The student analyzes and applies author's craft purposefully in order to develop his or her own products and performances.
- 5.8.D - analyze the influence of the setting, including historical and cultural settings, on the plot.
- 5.8.C - analyze plot elements, including rising action, climax, falling action, and resolution;
- 5.8.B - analyze the relationships of and conflicts among the characters;
- 5.8.A - infer multiple themes within a text using text evidence;
- 5.7.G - discuss specific ideas in the text that are important to the meaning.
- 5.7.E - interact with sources in meaningful ways such as notetaking, annotating, freewriting, or illustrating;
- 5.7.D - retell, paraphrase, or summarize texts in ways that maintain meaning and logical order;
- 5.7.C - use text evidence to support an appropriate response;
- 5.7.B - write responses that demonstrate understanding of texts, including comparing and contrasting ideas across a variety of sources;
- 5.7.A - describe personal connections to a variety of sources, including self-selected texts;
- 5.6.I - monitor comprehension and make adjustments such as re-reading, using background knowledge, asking questions, and annotating when understanding breaks down.
- 5.6.H - synthesize information to create new understanding;
- 5.6.G - evaluate details read to determine key ideas;
- 5.6.F - make inferences and use evidence to support understanding;
- 5.6.E - make connections to personal experiences, ideas in other texts, and society;
- 5.6.D - create mental images to deepen understanding;
- 5.6.C - make, correct, or confirm predictions using text features, characteristics of genre, and structures;
- 5.6 The student uses metacognitive skills to both develop and deepen comprehension of increasingly complex texts.
- 5.5 - The student reads grade-appropriate texts independently. The student is expected to self-select text and read independently for a sustained period of time.

5.4 - The student reads grade-level text with fluency and comprehension. The student is expected to use appropriate fluency rate, accuracy, and prosody when reading grade-level text.

5.3.A - use print or digital resources to determine meaning, syllabication, pronunciation, and word origin;

5.3 - The student uses newly acquired vocabulary expressively.

5.2 - The student develops word structure knowledge through phonological awareness, print concepts, phonics, and morphology to communicate, decode, and spell.

5.1.D - work collaboratively with others to develop a plan of shared responsibilities.

5.1.C - give an organized presentation employing eye contact, speaking rate, volume, enunciation, natural gestures, and conventions of language to communicate ideas effectively;

5.1.B - follow, restate, and give oral instructions that include multiple action steps;

5.1.A - listen actively to interpret verbal and non-verbal messages, ask relevant questions, and make pertinent comments;

5.1 - The student develops oral language through listening, speaking, and discussion.

F - make connections (e.g., thematic links, author analysis) between and across multiple texts of various genres and provide textual evidence.

E - summarize and paraphrase texts in ways that maintain meaning and logical order within a text and across texts;

D - make inferences about text and use textual evidence to support understanding;

C - monitor and adjust comprehension (e.g., using background knowledge, creating sensory images, rereading a portion aloud, generating questions);

B - ask literal, interpretive, evaluative, and universal questions of text;

A - establish purposes for reading selected texts based upon own or others' desired outcome to enhance comprehension;

29 - Students work productively with others in teams. Students continue to apply earlier standards with greater complexity. Students are expected to participate in student-led discussions by eliciting and considering suggestions from other group members and by identifying points of agreement and disagreement.

28 - Students speak clearly and to the point, using the conventions of language. Students continue to apply earlier standards with greater complexity. Students are expected to give organized presentations employing eye contact, speaking rate, volume, enunciation, natural gestures, and conventions of language to communicate ideas effectively.

17 - Students write about their own experiences. Students are expected to write a personal narrative that conveys thoughts and feelings about an experience.

10 - Students analyze, make inferences and draw conclusions about the author's purpose in cultural, historical, and contemporary contexts and provide evidence from the text to support their understanding. Students are expected to draw conclusions from the information presented by an author and evaluate how well the author's purpose was achieved.

9 - Students read independently for sustained periods of time and produce evidence of their reading. Students are expected to read independently for a sustained period of time and summarize or paraphrase what the reading was about, maintaining meaning and logical order (e.g., generate a reading log or journal; participate in book talks).

8 - Students understand, make inferences and draw conclusions about how an author's sensory language creates imagery in literary text and provide evidence from text to support their understanding. Students are expected to evaluate the impact of sensory details, imagery, and figurative language in literary text.

6.B - explain the roles and functions of characters in various plots, including their relationships and conflicts;

6.A - describe incidents that advance the story or novel, explaining how each incident gives rise to or foreshadows future events;

3.A - compare and contrast the themes or moral lessons of several works of fiction from various cultures;

- 6.9.F - analyze how the author's use of language contributes to mood and voice;
- 6.9.E - identify the use of literary devices, including omniscient and limited point of view, to achieve a specific purpose;
- 6.9.D - describe how the author's use of figurative language such as metaphor and personification achieves specific purposes;
- 6.9.B - analyze how the use of text structure contributes to the author's purpose;
- 6.9.A - explain the author's purpose and message within a text;
- 6.9 - The student uses critical inquiry to analyze the authors' choices and how they influence and communicate meaning within a variety of texts. The student analyzes and applies author's craft purposefully in order to develop his or her own products and performances.
- 6.8.A - demonstrate knowledge of literary genres such as realistic fiction, adventure stories, historical fiction, mysteries, humor, and myths;
- 6.7.D - analyze how the setting, including historical and cultural settings, influences character and plot development.
- 6.7.C - analyze plot elements, including rising action, climax, falling action, resolution, and non-linear elements such as flashback;
- 6.7.B - analyze how the characters' internal and external responses develop the plot;
- 6.7.A - infer multiple themes within and across texts using text evidence;
- 6.7 - The student recognizes and analyzes literary elements within and across increasingly complex traditional, contemporary, classical, and diverse literary texts.
- 6.6.I - reflect on and adjust responses as new evidence is presented.
- 6.6.G - discuss and write about the explicit or implicit meanings of text;
- 6.6.F - respond using newly acquired vocabulary as appropriate;
- 6.6.E - interact with sources in meaningful ways such as notetaking, annotating, freewriting, or illustrating;
- 6.6.C - use text evidence to support an appropriate response;
- 6.6.B - write responses that demonstrate understanding of texts, including comparing sources within and across genres;
- 6.6.A - describe personal connections to a variety of sources, including self-selected texts;
- 6.6 - The student responds to an increasingly challenging variety of sources that are read, heard, or viewed.
- 6.5.I - monitor comprehension and make adjustments such as re-reading, using background knowledge, asking questions, and annotating when understanding breaks down.
- 6.5.H - synthesize information to create new understanding;
- 6.5.G - evaluate details read to determine key ideas;
- 6.5.F - make inferences and use evidence to support understanding;
- 6.5.E - make connections to personal experiences, ideas in other texts, and society;
- 6.5.D - create mental images to deepen understanding;
- 6.5.C - make, correct, or confirm predictions using text features, characteristics of genre, and structures;

6.5 - The student uses metacognitive skills to both develop and deepen comprehension of increasingly complex texts.

6.4 - The student reads grade-appropriate texts independently. The student is expected to self-select text and read independently for a sustained period of time.

6.2.B - use context such as definition, analogy, and examples to clarify the meaning of words;

6.3 - The student reads grade-level text with fluency and comprehension. The student is expected to adjust fluency when reading grade-level text based on the reading purpose.

6.2.A - use print or digital resources to determine the meaning, syllabication, pronunciation, word origin, and part of speech;

6.2 - The student uses newly acquired vocabulary expressively.

6.1.D - participate in student-led discussions by eliciting and considering suggestions from other group members, taking notes, and identifying points of agreement and disagreement.

6.1.C - give an organized presentation with a specific stance and position, employing eye contact, speaking rate, volume, enunciation, natural gestures, and conventions of language to communicate ideas effectively;

6.1.B - follow and give oral instructions that include multiple action steps;

6.1.A - listen actively to interpret a message, ask clarifying questions, and respond appropriately;

6.1 - The student develops oral language through listening, speaking, and discussion.

28 - Students work productively with others in teams. Students will continue to apply earlier standards with greater complexity. Students are expected to participate in student-led discussions by eliciting and considering suggestions from other group members and by identifying points of agreement and disagreement.

27 - Students speak clearly and to the point, using the conventions of language. Students will continue to apply earlier standards with greater complexity. Students are expected to give an organized presentation with a specific point of view, employing eye contact, speaking rate, volume, enunciation, natural gestures, and conventions of language to communicate ideas effectively.

26.c - paraphrase the major ideas and supporting evidence in formal and informal presentations.

26.b - follow and give oral instructions that include multiple action steps; and

26.a - listen to and interpret a speaker's messages (both verbal and nonverbal) and ask questions to clarify the speaker's purpose and perspective;

26 - Students will use comprehension skills to listen attentively to others in formal and informal settings. Students will continue to apply earlier standards with greater complexity.

16 - Students write about their own experiences. Students are expected to write a personal narrative that has a clearly defined focus and communicates the importance of or reasons for actions and/or consequences.

15.a.iii - dialogue that develops the story; and

15.a.ii - a specific, believable setting created through the use of sensory details; and

15.a.i - a clearly defined focus, plot, and point of view;

15.a - write imaginative stories that include:

15 - Students write literary texts to express their ideas and feelings about real or imagined people, events, and ideas. Students are expected to:

13.b - recognize how various techniques influence viewers' emotions;

13.a - explain messages conveyed in various forms of media;

8 - Students understand, make inferences and draw conclusions about how an author's sensory language creates imagery in literary text and provide evidence from text to support their understanding. Students are expected to explain how authors create meaning through stylistic elements and figurative language emphasizing the use of personification, hyperbole, and refrains.

6.c - describe different forms of point-of-view, including first- and third-person.

6.b - recognize dialect and conversational voice and explain how authors use dialect to convey character; and

6.a - summarize the elements of plot development (e.g., rising action, turning point, climax, falling action, denouement) in various works of fiction;

6 - Students understand, make inferences and draw conclusions about the structure and elements of fiction and provide evidence from text to support their understanding. Students are expected to:

3.b - analyze the function of stylistic elements (e.g., magic helper, rule of three) in traditional and classical literature from various cultures; and

3.a - infer the implicit theme of a work of fiction, distinguishing theme from the topic;

3 - Students analyze, make inferences and draw conclusions about theme and genre in different cultural, historical, and contemporary contexts and provide evidence from the text to support their understanding. Students are expected to:

2.b - use context (e.g., cause and effect or compare and contrast organizational text structures) to determine or clarify the meaning of unfamiliar or multiple meaning words;

1 - Students read grade-level text with fluency and comprehension. Students are expected to adjust fluency when reading aloud grade-level text based on the reading purpose and the nature of the text.

- 7.9.G - explain the purpose of rhetorical devices such as direct address and rhetorical questions and logical fallacies such as loaded language and sweeping generalizations.
- 7.9.F - analyze how the author's use of language contributes to mood, voice, and tone;
- 7.9.E - identify the use of literary devices, including subjective and objective point of view;
- 7.9.D - describe how the author's use of figurative language such as metaphor and personification achieves specific purposes;
- 7.9.B - analyze how the use of text structure contributes to the author's purpose;
- 7.9.A - explain the author's purpose and message within a text;
- 7.9 - The student uses critical inquiry to analyze the authors' choices and how they influence and communicate meaning within a variety of texts. The student analyzes and applies author's craft purposefully in order to develop his or her own products and performances.
- 7.8.A - demonstrate knowledge of literary genres such as realistic fiction, adventure stories, historical fiction, mysteries, humor, myths, fantasy, and science fiction;
- 7.8 - The student recognizes and analyzes genre-specific characteristics, structures, and purposes within and across increasingly complex traditional, contemporary, classical, and diverse texts.
- 7.7.D - analyze how the setting influences character and plot development.
- 7.7.C - analyze plot elements, including the use of foreshadowing and suspense, to advance the plot;
- 7.7.B - analyze how characters' qualities influence events and resolution of the conflict;
- 7.7.A - infer multiple themes within and across texts using text evidence;
- 7.7 - The student recognizes and analyzes literary elements within and across increasingly complex traditional, contemporary, classical, and diverse literary texts.
- 7.6.I - reflect on and adjust responses as new evidence is presented.
- 7.6.H - respond orally or in writing with appropriate register, vocabulary, tone, and voice;
- 7.6.G - discuss and write about the explicit or implicit meanings of text;
- 7.6.F - respond using newly acquired vocabulary as appropriate;
- 7.6.E - interact with sources in meaningful ways such as notetaking, annotating, freewriting, or illustrating;
- 7.6.C - use text evidence to support an appropriate response;
- 7.6.B - write responses that demonstrate understanding of texts, including comparing sources within and across genres;
- 7.6.A - describe personal connections to a variety of sources, including self-selected texts;
- 7.6 - The student responds to an increasingly challenging variety of sources that are read, heard, or viewed.
- 7.5.I - monitor comprehension and make adjustments such as re-reading, using background knowledge, asking questions, and annotating when understanding breaks down.
- 7.5.H - synthesize information to create new understanding;

- 7.5.G - evaluate details read to determine key ideas;
- 7.5.F - make inferences and use evidence to support understanding;
- 7.5.E - make connections to personal experiences, ideas in other texts, and society;
- 7.5.D - create mental images to deepen understanding;
- 7.5.C - make, correct, or confirm predictions using text features, characteristics of genre, and structures;
- 7.5 - The student uses metacognitive skills to both develop and deepen comprehension of increasingly complex texts.
- 7.4 - The student reads grade-appropriate texts independently. The student is expected to self-select text and read independently for a sustained period of time.
- 7.3 - The student reads grade-level text with fluency and comprehension. The student is expected to adjust fluency when reading grade-level text based on the reading purpose.
- 7.2.B - use context such as contrast or cause and effect to clarify the meaning of words;
- 7.2.A - use print or digital resources to determine the meaning, syllabication, pronunciation, word origin, and part of speech;
- 7.2 - The student uses newly acquired vocabulary expressively.
- 7.1.D - engage in meaningful discourse and provide and accept constructive feedback from others.
- 7.1.C - present a critique of a literary work, film, or dramatic production, employing eye contact, speaking rate, volume, enunciation, a variety of natural gestures, and conventions of language to communicate ideas effectively;
- 7.1.B - follow and give complex oral instructions to perform specific tasks, answer questions, or solve problems;
- 7.1.A - listen actively to interpret a message and ask clarifying questions that build on others' ideas;
- 7.1 - The student develops oral language through listening, speaking, and discussion.
- 28 - Students work productively with others in teams. Students will continue to apply earlier standards with greater complexity. Students are expected to participate productively in discussions, plan agendas with clear goals and deadlines, set time limits for speakers, take notes, and vote on key issues.
- 27 - Students speak clearly and to the point, using the conventions of language. Students will continue to apply earlier standards with greater complexity. Students are expected to present a critique of a literary work, film, or dramatic production, employing eye contact, speaking rate, volume, enunciation, a variety of natural gestures, and conventions of language to communicate ideas effectively.
- 16 - Students write about their own experiences. Students are expected to write a personal narrative that has a clearly defined focus and communicates the importance of or reasons for actions and/or consequences.

15.a.v - uses a range of literary strategies and devices to enhance the style and tone; and

15.a.iv - develops interesting characters; and

15.a.iii - creates a specific, believable setting through the use of sensory details;

15.a.ii - includes well-paced action and an engaging story line;

15.a.i - sustains reader interest;

15.a - write an imaginative story that:

8 - Students understand, make inferences and draw conclusions about how an author's sensory language creates imagery in literary text and provide evidence from text to support their understanding. Students are expected to determine the figurative meaning of phrases and analyze how an author's use of language creates imagery, appeals to the senses, and suggests mood.

6.c - analyze different forms of point of view, including first-person, third-person omniscient, and third-person limited.

6.b - analyze the development of the plot through the internal and external responses of the characters, including their motivations and conflicts; and

6.a - explain the influence of the setting on plot development;

6 - Students understand, make inferences and draw conclusions about the structure and elements of fiction and provide evidence from text to support their understanding. Students are expected to:

3.c - analyze how place and time influence the theme or message of a literary work.

3.a - describe multiple themes in a work of fiction;

3 - Students analyze, make inferences and draw conclusions about theme and genre in different cultural, historical, and contemporary contexts and provide evidence from the text to support their understanding. Students are expected to:

2.b - use context (within a sentence and in larger sections of text) to determine or clarify the meaning of unfamiliar or ambiguous words;

1 - Students read grade-level text with fluency and comprehension. Students are expected to adjust fluency when reading aloud grade-level text based on the reading purpose and the nature of the text.

- 8.11.A - compose literary texts such as personal narratives, fiction, and poetry using genre characteristics and craft;
- 8.9.G - explain the purpose of rhetorical devices such as analogy and juxtaposition and of logical fallacies such as bandwagon appeals and circular reasoning.
- 8.9.F - analyze how the author's use of language contributes to the mood, voice, and tone;
- 8.9.E - identify and analyze the use of literary devices, including multiple points of view and irony;
- 8.9.D - describe how the author's use of figurative language such as extended metaphor achieves specific purposes;
- 8.9.B - analyze how the use of text structure contributes to the author's purpose;
- 8.9.A - explain the author's purpose and message within a text;
- 8.9 - The student uses critical inquiry to analyze the authors' choices and how they influence and communicate meaning within a variety of texts. The student analyzes and applies author's craft purposefully in order to develop his or her own products and performances.
- 8.8.A - demonstrate knowledge of literary genres such as realistic fiction, adventure stories, historical fiction, mysteries, humor, fantasy, science fiction, and short stories;
- 8.8 - The student recognizes and analyzes genre-specific characteristics, structures, and purposes within and across increasingly complex traditional, contemporary, classical, and diverse texts.
- 8.7.D - explain how the setting influences the values and beliefs of characters.
- 8.7.C - analyze non-linear plot development such as flashbacks, foreshadowing, subplots, and parallel plot structures and compare it to linear plot development;
- 8.7.B - analyze how characters' motivations and behaviors influence events and resolution of the conflict;
- 8.7.A - analyze how themes are developed through the interaction of characters and events;
- 8.7 - The student recognizes and analyzes literary elements within and across increasingly complex traditional, contemporary, classical, and diverse literary texts.
- 8.6.J - defend or challenge the authors' claims using relevant text evidence.
- 8.6.I - reflect on and adjust responses as new evidence is presented;
- 8.6.H - respond orally or in writing with appropriate register, vocabulary, tone, and voice;
- 8.6.G - discuss and write about the explicit or implicit meanings of text;
- 8.6.F - respond using newly acquired vocabulary as appropriate;
- 8.6.E - interact with sources in meaningful ways such as notetaking, annotating, freewriting, or illustrating;
- 8.6.D - paraphrase and summarize texts in ways that maintain meaning and logical order;
- 8.6.C - use text evidence to support an appropriate response;
- 8.6.B - write responses that demonstrate understanding of texts, including comparing sources within and across genres;

8.6.A - describe personal connections to a variety of sources, including self-selected texts;
8.6 - The student responds to an increasingly challenging variety of sources that are read, heard, or viewed.

8.5.I - monitor comprehension and make adjustments such as re-reading, using background knowledge, asking questions, and annotating when understanding breaks down.

8.5.H - synthesize information to create new understanding;

8.5.G - evaluate details read to determine key ideas;

8.5.E - make connections to personal experiences, ideas in other texts, and society;

8.5.F - make inferences and use evidence to support understanding;

8.5.D - create mental images to deepen understanding;

8.5.C - make, correct, or confirm predictions using text features, characteristics of genre, and structures;

8.5 - The student uses metacognitive skills to both develop and deepen comprehension of increasingly complex texts.

8.4 - The student reads grade-appropriate texts independently. The student is expected to self-select text and read independently for a sustained period of time.

8.3 - The student reads grade-level text with fluency and comprehension. The student is expected to adjust fluency when reading grade-level text based on the reading purpose.

8.2.B - use context within or beyond a paragraph to clarify the meaning of unfamiliar or ambiguous words;

8.2.A - use print or digital resources to determine the meaning, syllabication, pronunciation, word origin, and part of speech;

8.2 - The student uses newly acquired vocabulary expressively.

8.1.D - participate collaboratively in discussions, plan agendas with clear goals and deadlines, set time limits for speakers, take notes, and vote on key issues.

8.1.C - advocate a position using anecdotes, analogies, and/or illustrations employing eye contact, speaking rate, volume, enunciation, a variety of natural gestures, and conventions of language to communicate ideas effectively;

8.1.A - listen actively to interpret a message by summarizing, asking questions, and making comments;

8.1.B - follow and give complex oral instructions to perform specific tasks, answer questions, or solve problems;

8.1 - The student develops oral language through listening, speaking, and discussion.

28 - Students work productively with others in teams. Students will continue to apply earlier standards with greater complexity. Students are expected to participate productively in discussions, plan agendas with clear goals and deadlines, set time limits for speakers, take notes, and vote on key issues.

27 - Students speak clearly and to the point, using the conventions of language. Students will continue to apply earlier standards with greater complexity. Students are expected to advocate a position using anecdotes, analogies, and/or illustrations, and use eye contact, speaking rate, volume, enunciation, a variety of natural gestures, and conventions of language to communicate ideas effectively.

9 - Students analyze, make inferences and draw conclusions about the author's purpose in cultural, historical, and contemporary contexts and provide evidence from the text to support their understanding. Students are expected to analyze works written on the same topic and compare how the authors achieved similar or different purposes.

8 - Students understand, make inferences and draw conclusions about how an author's sensory language creates imagery in literary text and provide evidence from text to support their understanding. Students are expected to explain the effect of similes and extended metaphors in literary text

6.c - analyze different forms of point of view, including limited versus omniscient, subjective versus objective.

6.b - analyze how the central characters' qualities influence the theme of a fictional work and resolution of the central conflict; and

6.a - analyze linear plot developments (e.g., conflict, rising action, falling action, resolution, subplots) to determine whether and how conflicts are resolved;

6 - Students understand, make inferences and draw conclusions about the structure and elements of fiction and provide evidence from text to support their understanding. Students are expected to:

3.c - explain how the values and beliefs of particular characters are affected by the historical and cultural setting of the literary work.

3.b - compare and contrast the similarities and differences in mythologies from various cultures (e.g., ideas of afterlife, roles and characteristics of deities, purposes of myths); and

3.a - analyze literary works that share similar themes across cultures;

3 - Students analyze, make inferences and draw conclusions about theme and genre in different cultural, historical, and contemporary contexts and provide evidence from the text to support their understanding.